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ABSTRACT

To examine relationships between parents' ratings of children's temperament or behavior style and behavior of mothers and fathers toward individual children, 47 mothers and 47 fathers with a preschool child independently completed the Parent Temperament Questionnaire and the Iowa Parent Behavior Inventory. Dimensions of temperament measured included children's activity level, mood, intensity, persistence, adaptability, and tendency to approach; dimensions of parent behavior measured included parent involvement, reasoning guidance, limit setting, responsiveness, and intimacy with child. Mothers' and fathers' ratings of children's temperament were significantly correlated in all measures except persistence. Mothers rated girls higher in mood than boys. Mothers and fathers were significantly correlated in all behavior factors except responsiveness. Parent involvement was associated with children's persistence. Reasoning guidance in mothers was associated with children's positive mood and tendency to approach. Among fathers, reasoning was related to the child's persistence. Limit setting was related to positive mood and persistence among fathers. Among mothers, it was related to boys' approach. Intimacy, as a mothers behavior, was related to children's adaptability and age. Responsiveness among mothers and fathers was associated with children's intensity. Sex differences emerged in the relationships between parent behavior and child temperament, with differing patterns among mothers and fathers. (Author/RH)

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Toward Quality of Match: Relationships Between Children's Temperament and Specific Aspects of Parent Behavior

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ABSTRACT

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Purpose: To examine relationships between parents' ratings of children's temperament or behavior style and behavior of mothers and fathers toward individual children.

Methods: Subjects were 47 mothers and 47 fathers with a preschool child. The Chess, Thomas, and Korn Parent Temperament Questionaire measured children's activity level, mood, intensity, persistence, adaptability, and tendency to approach. The Iowa Parent Behavior Inventory of Crase, Clark, and Pease measured parent involvement, reasoning guidance, limit setting, responsiveness, and intimacy with child, among mothers and fathers. Pear-correlations examined parent, child, and demographic relationships. Multiple regression was used with parent behavior as dependent and child temperament as independent variables.

Results: Mothers' and fathers' ratings of children's temperament were significantly correlated ($p < .05$) in all measures except persistence. Mothers rated girls higher in mood. Mothers and fathers were significantly correlated in all behavior factors except in responsiveness. In the regression analyses, the following relationships emerged: 1) Parent involvement, for all parents, was associated with children's persistence. 2) Reasoning guidance in mothers was associated with children's positive mood and tendency to approach. Among fathers, reasoning was related to the child's persistence. 3) Limit setting was related to positive mood and persistence, among fathers. Among mothers, it was related to boys' approach. 4) Intimacy, as a mothers' behavior, was related to children's adaptability and age. 5) Responsiveness among mothers and fathers was associated with children's intensity. Sex differences emerged in the relationships between parent behavior and child temperament, with differing patterns among mothers and fathers.

Discussion: Close relationships between parental practices and specific aspects of child temperament were demonstrated. It is recognized that parent behavior could be conceptualized as the independent variable and child temperament as dependent variables. In the processes of family interaction both of these ideas are likely true. Goodness of fit between parent and child behavior is influenced by family context.

Toward Quality of Match: Relationships Between Children's Temperament and Specific Aspects of Parent Behavior

JoAnn N. Nelson

INTRODUCTION

In Erikson's notion of generativity the family is seen as bringing up the baby while also being brought up by him,[1] thus acknowledging the mutual and reciprocal influence of parents and children in the processes of childrearing and development. This study is an examination of the child's potential influence upon parent behavior; it was guided by Kagan's recognition that the child's unique behavior style or quality of temperament has "nontrivial psychological consequences, one of which is the effect on the mood and behavior of socializing agents."[2]

Motivation for this research came from an interview study of parents' perception of the impact of children upon parents' growth and development as adults. The most frequently mentioned aspect of childrearing that parents cited was the individuality among children within the same family.[3] Examples of parents' statements indicate their recognition of the child as an active participant in the parent-child relationship:

> "With each child, I was a different person," one mother reported. "I discovered, with the second child," said another mother, "that they were different in utero." "You don't realize until you have at least two children how different they can be," reported still another. Fathers, too, spoke on the issue:
>
> "I used to think that babies were a kind of blank slate, and we were going to mold them. But we found that it doesn't work that simply... Each was born with a core personality that gets filled out, but remains true to itself... I had to realize that they are not what we mold them to be, but they are, basically, themselves."[3]

The role of individual children in influencing the quality of environment experienced by children is widely shared by current approaches to parent-child studies and policy. For example, Parke and Collmer[4] acknowledge the potential contribution of child characteristics to abuse and neglect. Lamb, Chase-Lansdale, and Owen[5] propose a number of mediating variables which are likely to influence mothers' sensitivity to their infants signals. The child's characteristics, including health, appearance, gender, and temperament, are cited as contributors to mothers' perceived effectance, or the mother's belief that her caretaking is competent and effective and that her interaction with the child is having a positive effect upon its development.

Recognizing that the child's temperament can set in motion a viscious or virtuous cycle, Belsky, Robins, and Gamble[6] hold that certain children elicit particular styles of behavior. These authors regard temperament as neither immutable nor totally plastic; all children have behavior predispositions that can be modified to some extent. It is suggested by Belsky et al that during infancy, the child's predictability (rhythmicity) may be a particularly salient charistic; during the preschool years, activity level may vary from one context to another, and, according to Belsky, et al, which characteristics of temperament exert the greatest influence on parenting are largely unknown, especially in optimal development.[6]

Since most of the reported research concerns children at risk, it seems worthy to emphasize the range of behavior style and associated parent behavior among families not considered at risk. It should be realized that the adaptive funcioning and outcomes for the child are not directly derived from the child's qualities of temperament, but from the match or fit between the child's behavior style and the demands and expectation of parents and the behavior setting.[7] Belsky, Lerner, and Spanier[8] point out that characteristics of the child's behavior must be conceptualized as being influenced by and an

influence on the family environment and context.

Purpose

The purpose of the present study was to examine relationships between parents' ratings of children's temperament or behavior style and parental behavior toward children among normally developing children. Further questions were:

a) An exploration of age and sex differences and the relationship of birth order and size of family to children's temperament ratings and to parent behavior:

b) comparison of mothers' and fathers' ratings of children's temperament:

c) comparison of mothers' and fathers' self-rated behavior.

Studies of temperament

Thomas and Chess et al in their New York Longitudinal Study,[9,10,11,12] identified nine dimensions of temperament or behavior style that describe variations in an individual's reactivity to the environment. The operational definition of temperament carries no implications as to origins or etiology according to Thomas and Chess. Rather, temperament implies that a combination of genetic, prenatal, perinatal, and later experiences may influence the nature of the child's interaction with the environment.

Six dimensions were considered in this study among nursery school children.

1. Activity Level describes the tempo of behavior and the extent to which behavior has a physical or motor component. Among preschool children, a high activity level has been associated with aggresion, competition, social manipulation, and self-assertion.[13] Low activity level was observed by the same researchers to be related to obedience, shyness, and compliance, and high activity has been a component of "the difficult child" cluster. In Klein's[14]

studies of preschool children, parents' ratings of children's activity were correlated with hostile-aggressive, hyperactive-distractible and anxious behavior among children and she concluded that activity level was the maximum predictor of adjustment dificulty. Nelson, Chandler, and Simmerer in a study of naturalistically-observed preschool behavior,[15] found that teachers' ratings of children's activity level were correlated with the frequency of directives given to children, danger and distress episodes, frequency of comfort given by the teacher, and the total number of interactions with the teacher.

2. Persistence refers to the tendency to continue an activity even in the presence of frustration or obstacles. Parental rejection, disapproval, and strictness during the preschool years have been associated with low persistence in a clinical sample,[16] and Thomas, Chess, and Birch[17] observed that high persistence in 4 and 5 year olds was predictive of middle childhood behavior disorders.

3. Mood refers to the affective quality of behavior. Negative mood among preschoolers has been associated with behavior disorders[18] and with parental disapproval, intolerance, and rejection.[16]

4. Adaptability can be defined as the ease with which the child's behavior can be guided or redirected. Low adaptability during the preschool years has been correlated with behavior disorders[17] and with parental intolerance and rejection, inconsistent discipline, and conflicts between parents regarding childrearing.[14]

5. Intensity refers to the level of emotional energy in responses to the environment, distinguished from the level of physical energy which is the basis for activity level, and from a positive or negative quality , which describes mood quality. High intensity has been a predictor of behavior disorder and of parental disapproval, intolerance, rejection, and inconsistency among 4 and 5 year old children.[18]

6. Approach is contrasted with the tendency to withdraw from stimuli or situations such as people, food, settings. Cameron[16] suggested that an increase in approach behavior between ages three and five was related to maternal concern and protectiveness.

The dimensions defined above describe individual variability among children in their interactions with the environment. Low adaptability, low approach, negative mood, and high intensity have been associated with behavior problems. Activity level and persistence appear to be related to other factors of parent behavior. Temperament characteristics associated with positive parent behavior have not been identified.

Parent Behavior

Burton White[19] described "competent" parent behavior as a balance between clearly established expectations and allowance of freedom for exploration. White's work influenced the development of the instrument used in this study, The Iowa Parent Behavior Inventory (IPBI).[20,21] The IPBI provides an opportunity for both mothers and fathers to report the extent of their behavior toward a particular child in specific areas that are significant in the childrearing invironment.

As the IPBI questionnaire was developed through factor analyses, the following factors were identified for both mother and father forms. It should be pointed out, however, that some items in the two parent forms are not identical. A description of each factor and an example item for each are provided:

1) Parent involvement describes the extent to which the parent participates in the child's activities, exemplified by the item in both forms: "Find children's books, reference books, or records that you and your child can share together."

2) Limit setting describes a parent who sets and maintains limits that are predictable, as in the following: "Require your child to remain seated in the car while you are driving."

3) Responsiveness indicates prompt parental response of an expressed need, recognition of implied needs and sensitivity. Example: "Get out of bed at night to go to your child when you hear him or her crying."

4) Reasoning guidance describes the parent who uses reason as a means of helping a child to learn why behavior is either acceptable or not acceptable. The parent also supports the child's expressions of emotion. Examples from both the mother and father forms include: "Explain to your child the consequences related to his or her behavior." ..."Help your child to recognize another person's point of view."

5) Intimacy describes the parent who is able to express physical affection to the child and extends this affection to others in the child's presence. There are more items for this factor in the mother form. but the following are included in both: "Hold, pat or hug your child," and "Hug or kiss your spouse in the presence of your child."

6) An additional factor, Free Expression, is included in the mother form of the instrument; it describes behavior which allows the child to see of hear the emotions she is feeling (which can include annoyance or frustration) and who is open about her disagreements with others. For example. "Disagree with your spouse when your child is present."

Scoring for each of these variables is based upon a summation of all items to produce a composite score for each. The authors of the instrument point out that the factor scores are not intended to be additive; each factor score represents separate variables.

In their analysis of the Iowa Parent Behavior Inventory data over a one year period, Crase, Clark, and Pease[21] examined influences upon parent behavior

change. The authors believe that hte role of the child in determining parent behavior is an open question. Acknowledging that the adult is unquestionably more powerful than the child, the authors recognize also the child's potential for influence upon parental feelings and behavior.

Parent Behavior and Child Temperament

In an earlier study[22] 20 middle class families rated preschool children's activity level, mood, intensity, approach, persistence, and adaptability in the Parent Temperament Questionnaire, and parent behavior in the IPBI. Mother and father temperament ratings were significantly correlated in all measures except persistence. Boys were rated significantly higher in activity level, and girls were rated higher in mood by mothers. Differing patters of correlationbetween child temperament and parent behavior emerged for mothers and fathers. Among fathers, adaptability, approach and persistence were positively associated with parent involvement, reasoning guidance, limit setting, responsiveness, and intimacy. Children's intensity and activity level were negatively related to father behavior. Among mothers, fewer significant correlations were obtained. The variability of behavior within this sample of "normally developing" children, the apparent anfluence of sex of child and sex of parent, and the varying patterns of correlations suggested the need for further study. It was suggested that further analysis consider the possible direction of effect between child characteristics and parent behavior. These recommendations are carried out in the present study.

METHODOLOGY

Subjects were 47 mothers and 47 fathers, each with a preschool child in a laboratory preschool, in one of the two large midwestern public universities. Mean age of children = 46 months; range = 32 to 62 months; n = 24 girls and

23 boys. The two laboratory schools provided ethnic and socioeconomic diversity, with parents characterized in general as interested in their child's education and care. In each setting, parents were invited to participate by way of a letter assuring the voluntary and confidential nature of the study. Since more mothers than fathers responded, only the questionnaires from paired mothers and fathers were used in the present statistical analysis. Single parents and families with only one spouse responding are not included in this sample.

Procedures: Parents independently completed the Parent Temperament Questionnaire (PTQ)[9] and the Iowa Parent Behavior Inventory (IPBI)[20] in reference to their preschool child. Questionnaire data were summed according to instructionsfor each measure, yielding scores for each of the 6 dimensions of temperament as rated by mothers and fathers, and parent behavior factor scores as described above. Descriptive statistics and Pearson correlations were computed for temperament and parent behavior variables, sex and age of child, birth order and number of children in family. Using the Hull and Nie[23] SPSS "new regression", stepwise multiple regression analyses were computed with parent behavior variables as dependent measures and children's temperament ratings and demographic factors as independent variables. Missing data (cases in which parents had omitted some items) were deleted listwise, so that only cases with nonmissing values on all variables for one procedure were included in any one set of computations. Pearson correlations were computed in order to examine the extent of relationship between child temperament and parent behavior, and t-tests were used to test mean differences between mothers and fathers in parent behaviors.

RESULTS

In this section, correlations of mothers' and fathers' ratings of child-

ren's temperament are examined first, followed by correlations of temperament ratings with family demographic variables. This section is followed by a comparison of mothers' and fathers' self-rated behavior.

1. Comparison of Parent Ratings

Our first question concerns the extent to which mothers and fathers were similar in their ratings of children's temperament and relationship to other characteristics of the child and family.

a) Temperament. Mothers' and fathers' ratings of children's temperament were significantly correlated in all measures of temperament except for ratings of persistence (activity level = .35; adaptability = .26; approach = .52; intensity = .49. With n = 47, all were significant at levels of .000 to .05; persistence = .10, (ns).

b) Sex of child. Among mothers, sex of child was significantly correlated with mood (.26), indicating that girls were rated higher. Among fathers, there were no sex differences in ratings of temperament.

c) Age of child. Age was not a significant factor in mothers' ratings of children's temperament within the age range of this sample. Among fathers, age was correlated with approach (.39), indicating that fathers saw older children as higher in this quality.

d) Birth order. Among mothers, later born children were rated significantly higher in adaptability (correlation = .34) and in approach (.40). A negative correlation with intensity indicates that earlier born children were rated higher in intensity (-.28). In marginally significant correlations, fathers also rated later born children higher in adaptability (.24) and in mood (.25).

e) Number of children. Among mothers, number of children in the family was positively correlated with approach (.30) and negatively related to the child's persistence, indicating that children from smaller families were seen as more persistent, and those from larger families had a greater tendency to approach.

Among fathers, number of children was positively related to children's mood (.33).

2. Comparison of Parent Behavior. A second question is to what extent mothers and fathers were similar in their self-reported parent behavior? It should be recalled that behavior categories for each of the IPBI factors were similar but not identical for mothers and fathers; they could not, therefore, be compared as identical. However, high correlations between parents in behavior factors do suggest within-family similarity in those activity items that are the same in each factor. Mothers and fathers were significantly correlated in limit setting (.37) and intimacy (.51), and of marginal significance, in parent involvement (.24) and reasoning guidance (.23). There was no relationship between parents in measures of responsiveness. The significant correlations among these factors suggest similarity of parents within the family context. Responsiveness appears to be an individual characteristic of parents, rather than a style of behavior that is similar within families.

It is possible to compare mothers and fathers on individual behavior items which were not identical in the two questionnaires. The result of t-tests and correlations, comparing mothers and fathers in these behavior items, are presented in Table 1. The table indicates the means for IPBI items, correlations which indicates the degree of similarity between individual mothers and fathers, and t values which show the items in which the means for mothers and fathers were significantly different. For example, items 1, 7, 8, and 11, which all refer to parental limit setting, indicate consistency between parents. Items 12, 20, and 22, referreing to parental intimacy, also show high agreement. Items 16 and 21, indicating agreement between parents, refer to reasoning guidance.

On the other hand, items 2, 14, 17, 18 and 19, referring to parental responsiveness, show significant differences between mother and father mean ratings, with mothers reporting a higher degree of responsiveness in these behaviors.

Items 11 and 21 indicate agreement between individual pairs of parents within families, but overall mean differences between mothers and fathers across families.

3. Relationships Between Child Temperament and Parent Behavior. Table 2 summarizes significant ($p < .05$) results from the regression analyses of parent behavior and child temperament ratings. The table is partitioned by sex of parent in relation to the entire sample and further divided by sex of child. R^2 indicates the percent of variance in parent behavior scores contributed by children's temperament ratings.

a) Similarities between parents. Examining Table 2 for similarities between mothers and fathers, it is seen that persistence in the child contributed to parent involvement of both mothers and fathers. This suggests that the highly persistent child tends to secure the parents' involvement. It is seen, too, that activity level was not a significant contibutor to either mother or father behavior variations.

b) Differences between parents. It is evident that differing pattern of relationships occurred for mothers and fathers. Among mothers, there appeared to be more significant relationships between temperament and parent behavior, and each of the temperament characteristics, except activity level, was related to some aspect of maternal behavior. Mothers, too appeared to be influenced in some behaviors by sex and age of child. Intimacy of fathers and limit setting of mothers did not appear to be related to children's temperament.

It is seen that mothers' intimacy with the child was strongly influenced by age of child; more affectionate behavior was directed toward younger children. Children's adaptability also contributed to mothers' freedom to express themselves. The child's low intensity and high persistence contributed to mothers' responsiveness, and the child's approach and positive mood contributed to mothers' use of reasoning guidance.

Mothers' limit setting did not appear to be influenced by child factors.

Among fathers, the child's high intensity contributed to parental responsiveness, and the child's persistence contributed to reasoning guidance and limit setting, (as well as to parent involvement, as among mothers). The child's positive mood was a contributing factor in fathers' limit setting also.

Fathers' behavior did not appear to be sensitive to children's age within the age range of this sample of children. Three of the six temperament characteristics, persistence, intensity, and mood, contributed to father behavior.

c) Sex of child analyses. When regression analyses were partitioned by sex of child, it appeared that mothers differentiated more on the basis of children's sex than did fathers. Among mothers, age of child and adaptability contributed a greater percent of variance to intimacy if the child was a girl. Age of child (younger) also contributed to mothers' involvement with female children.

Boys' tendency to approach was related to mothers' reasoning guidance and intimacy with male children. Boys' adaptability was related to mothers' intimacy, and boys' intensity was associated with mothers' use of reasoning guidance. Finally, the number of children in the family contributed even more to mothers' freedom of expression if the children were male.

No sex differences were shown in the effect of children's mood or persistence on maternal behavior.

Among fathers, the only sex of child differentiation was in the positive mood of girls affecting paternal limit setting.

DISCUSSION

Among both mothers and fathers, close relationships between specific characteristics of children's behavior and specific attributes of parental

practices have been demonstrated. Stronger relationships were shown between child temperament and maternal behavior; mothers' behavior was more differentiated on the basis of children's age, sex, and some dimensions of temperament than was father behavior.

Mothers and fathers were in modest agreement on all ratings of children's temperament except in ratings of persistence. Mothers rated girls higher in mood but this difference did not appear to influence maternal behavior toward boys or girls. Neither set of parents in this sample rated boys higher in activity level, unlike previous studies in which both parents and teachers rated preschool boys higher in activity. Nor was activity significantly associated with any aspect of parent behavior.

In interpreting the differences between apparent effects of activity level in preschool and family settings, it is possible that within the family context of this sample, children's activity was accepted by parents, and the family environments very likely were able to accomodate a range of activity among preschool children. It is recognized, too, that the parental behaviors measured in this study imply positive interactions with children, whereas the observational study reported above examined the full range of teacher-child interactions. One can speculate that a high activity level among children is more problematic in a school setting than in many family environments.

This example of activity level suggests the importance of understanding the individuality of children in relation to the individuality of parents or teachers, in the context of their interaction. In this study, it recognized that although the regression analyses suggested that children's temperament contributed to parent behavior, parent behavior is also seen as an influence on children's behavior style. In the process of family interaction, the direction of influence is likely to be multiple.

Limitations:

Since both measures utilize parental ratings, a question can legitimately be raised whether parents can be accurate reporters of their child's behavior. Acknowledging this criticism, Thomas, Chess, and Korn[10] point out:

> "The rating of temperament requires information on the child's behavior in may situations of daily living and on the sequence of behavioral responses over hours and even days. Only an observer living in the house over a period of days could possibly duplicate or surpass the parent as a source of this type of behavioral data."

A similar question can be raised in regard to parent behavior. Recognizing the tendency for parents to present themselves in positive ways, one can point to the neutral format of the IPBI and the opportunity for parents to rate a wide range of daily behavior. On the other hand, the IPBI does not include some significant kinds of parent-child interactions, such as play.

Implications for parenting: helping parents catch the rhythm of the child, and their own as well.

Perhaps the most significant question concerns the goodness of fit between children's characteristics, parent's perceptions and interpretations of those characeristics, and guidance that "catches the rhythm of the child".

We have described quite specifically important variations on children's behavior style as well as differences in how mothers and fathers carry out their respective roles. Parents vary significantly in other ways, too, such as in social cognition which influences their ability to interpret and emphasize, to understand and monitor their child's signals. They vary in sensitivity to children's behavior cues.

Carolyn Newberger's concept of parent awareness is relevant to an attempt to understand social cognitive differences among parents, which in turn, have implications for goodness of fit.[24] Newberger describes four levels of understanding of the parent-child relationship: at the first level, an egoistic orientation, the parent sees the child in terms of meeting the parent's needs,

as an extension of the parent. At the second level, the parent sees the child in a conventional way, with expectations for behavior that the parent believes is typical. Only at the third and fourth levels of awareness, as Newberger describes them, are parents able to see the unique rather than stereotyped qualities of the child and the process of growth and change in which both child and parent are mutually engaged. Newberger shows how the ability of the parent to understand at a level beyond conventional expectations tends to buffer the effects of stress experienced by the parent, and protects the child from unrealistic expectations or the tendency of parents to blame the child. Understanding the child's uniqueness also enables parents to function without guilt.

Suggestions for parental guidance

During parent couple interviews in which parents were asked to rate children's temperament, it was observed that parents appreciated the opportunity to compare notes with each other as they considered each of their children as individuals.[3] This process, it appeared, was helpful in allowing parents to gain perspectives on their children that they had not considered earlier, and perspectives on themselves as well.

Klein,[25] who has researched goodness of fit for preschool children in group care, reported that the Thomas, Chess, and Korn Parent Temperament Questionnaire provides a useful basis for discussion and comparison by parents. In planning the preschool environment, she suggests taking into consideration the use and demands of time, the kinds of choices children are given, and physical features of the environment in meeting the needs of each child. A similar process can be used by parents in guiding their decisions on choices and limits, selection of child care arrangements or after school activities, classroom options, perhaps the spacing of later children. For some children, it will mean firmer reins on behavior, while for others it will mean loosening reins and expanding limits. For parents of all children it means keen obser-

vations and thoughtful listening.

Chess and Thomas[26] point out that parental guidance involves the identification of elements in the parent-child relationship and parental attitudes that appear to be exerting a harmful influence. They recommend that professionals may be able to help parents to understand, for example, that the child's negative reactions to new situations are not deliberate negativism or "naughtiness". A child's restless activity and lack of attention may be distinguished from willful "laziness". Similarly, what appears as aggression may be a high level of activity, high intensity, and negative mood. Chess and Thomas suggest further that goodness of fit does not imply a lack of stress or conflict; rather, demands that are consonant with the child's potential may cause short term stress, but constructive long range consequences.

The child, in many ways that we have seen and perhaps in ways that we have not seen, has the power to capture specific kinds of attention from powerful adults. To paraphrase a well known statement: goodness of fit means from each, according to behavioral predisopsition, and to each according to sensitively perceived need.

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TABLE 1

Comparison of Mothers' and Fathers'

Ratings on

Iowa Parent Behavior Inventory

(n = 47 Families)

ITEMS	MEANS Mother	Father	r Value	Prob.	t-Value	Prob.
1. Require your child to remain seated in the car while you are driving?	4.35	4.31	.48	.001		
2. Give your child things he or she especially likes when he or she is ill?	4.32	3.95			2.23	.031
3. Go to your child quickly when you see his or her feelings are hurt?	4.1	4.13		ns		ns
4. Find children's books, reference books or records that you & your child can share together?	4.02	3.67		ns		ns
5. Explain to your child the consequences related to his or her behavior?	4.52	4.41		ns		ns
6. Find crafts such as painting, coloring, woodworking or needlework you and your child can do together on cold, rainy days?	3.32	2.95		ns		ns
7. Require your child to put away his or her clothes?	3.44	3.4	.514	.000		
8. Enforce your child's established bedtimes when he or she ignores them?	3.95	3.65	.471	.001		
9. Listen to your child when he or she is upset even though you feel he or she has nothing to be upset about?	4.26	4.1		ns		ns
10. Insist your child speak politely to you as opposed to being sassy?	3.97	4.13		ns		ns

TABLE 1 Continued

ITEMS	MEANS Mother	MEANS Father	r Value	Prob.	t-Value	Prob.
11. Remind your child when he or she forgets to do daily household chores?	3.88	3.53	.304	.042	2.23	0.31
12. Hold, pat or hug your child?	4.7	4.76	.379	.009		
13. Point out your child the acceptable choices of behavior when he or she misbehaves?	4.32	4.36		ns		ns
14. Change plans to attend a night meeting so you can be with your child if he or she becomes ill?	4.5	3.84			3.54	.001
15. Go immediately to your child when you see him or her hurt from a fall off a bicycle?	4.46	4.27		ns		ns
16. Ask your child for his or her reasons when he or she misbehaves?	3.84	4.1	.396	.006		
17. Go to your child quickly when you hear him or her sobbing?	4.25	3.93			2.09	.042
18. Get out of bed at night to go to your child as soon as you hear him or her crying?	4.42	3.8			2.9	.006
19. Make special efforts to stay with your child when he or she is ill?	4.67	4.04			3.46	.001
20. Hug or kiss your spose in the presence of your child?	4.29	4.21	.618	.000		
21. Help your child to recognize another person's point of view?	4.17	3.69	.406	.005	3.46	.001
22. Hold, pat and/or hug your child when other children are watching?	4.41	3.37	.371	.014		

INTERPRETATION

r values indicate the degree of correlation between mothers and fathers (agreement).

t values indicate differences between means for mothers and fathers.

TABLE 2

Factors Contributing to Parent Behavior Variables =

Results of Regression Analysis

Dependent Variable	Independent Variable	Multiple R	R^2	F	Significance
1. Among mothers (all children					
Reasoning guidance	Child's mood	.318	.101	4.50	.040
Reasoning guidance	Child's approach	.373	.139	5.82	.021
Responsiveness	Child's persistence	.480	.230	6.29	.044
Responsiveness	Child's intensity (low)	.449	.202	9.89	.003
Parent Involvement	Child's persistence	.346	.120	4.77	.035
Intimacy	Child's adaptability	.564	.318	16.84	.0002
Intimacy	Age of child (younger)	.640	.410	12.16	.0001
Freedom of expression	Number of children	.447	.200	8.78	.005
a) Mothers (sex of child = male)					
Reasoning guidance	Child's approach	.493	.243	5.14	.037
Reasoning guidance	Child's intensity	.648	.420	5.43	.016
Intimacy	Child's adaptability	.509	.259	5.24	.036
Intimacy	Child's approach	.592	.350	7.56	.015
Limit setting	Child's approach	.489	.239	4.72	.046
Freedom of expression	Number of children	.705	.498	14.90	.001
b) Mothers (sex of child = female)					
Parent involvement	Age of child (younger)	.479	.219	10.26	.003
Intimacy	Child's adaptability	.623	.401	12.05	.002
Intimacy	Age of child (younger)	.766	.587	12.80	.0003
2. Among fathers (all children)					
Reasoning guidance	Child's persistence	.469	.227	9.63	.003
Responsiveness	Child's intensity	.474	.225	10.17	.003
Parent Involvement	Child's persistence	.344	.118	4.42	.043
Limit setting	Child's mood	.426	.181	7.11	.011
Limit setting	Child's persistence	.367	.135	5.16	.029
a) Fathers (sex of child = female)					
Limit setting	Child's mood	.574	.331	6.43	.024